DOCUMENT RESUME

ED 170 541 CE 020 674

TITLE	Goodman-Armstrong School District Plan for Career Education.
INSTITUTION	Goodman-Armstrong School District, Wis.
SPONS AGENCY	Office of Career Education (DHEW/OE), Washington, D.C.
BUREAU NO	554AH80570
PUB DATE	Dec 77
GRANT	G0078C0039
NOTE	89p.; Some parts of this document may not reproduce well due to faint or broken type
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Career Education; Educational Needs; Educational Objectives; *Educational Planning; Elementary Education; Learning Activities; Models; Needs Assessment; School Districts; Secondary Education; Worksheets
IDENTIFIERS	Goodman Armstrong School District WI

ABSTRACT

The Goodman-Armstrong School District (Wisconsin) local plan for career education is presented. The following elements are included in the plan: career education position statement; definition of career education; history of career education in the Goodman-Armstrong district; lists of the members of the career education working and advisory committees; five career education needs statements; five goal statements (including a scope and sequence model; goal statements and corresponding career development concepts; and goal statements with education objectives, resources, activities, and evaluation); guidelines for special populations; and the 1979-80 budget for career education. Provided in the appendixes are needs assessment questionnaires for grades 3, 6, 9, and 12, and for teachers. Also included are teacher worksheets for twenty-two career education concepts. (JH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED170541

GOODMAN-ARMSTRONG SCHOOL DISTRICT

PLAN FOR CAREER EDUCATION

David J. Miskulin, Superintendent

BOARD OF EDUCATION:

Anton Kiszonas, President
Dennis Tomaszewski
Victor Stankevich, Jr.
Jacob Gostisha
Howard Stafford

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PROJECT COORDINATOR:

Stephen J. Zwicky

Published as a part of a USOE Project to develop The Wisconsin In-Service Training for the Implementation of Local Plans for Career Education, funded under Section 406, Public Law 93-380, Project No. 554AH80570, Grant No. G0078C0039.

December 1978

Bulletin No. 8405

CE 020 674

DISCRIMINATION PROHIBITED

Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, Public Law 92-318, states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, career education projects supported under Sections 402 and 406 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the U. S. Department of Health, Education and Welfare, must be operated in compliance with these laws.

DISCLAIMER

The material in this publication was prepared pursuant to a grant or contract from the Office of Education, U. S. Department of Health, Education, and Welfare. However, points of view or opinions expressed do not necessarily represent policies or positions of the Office of Education.

ACKNOWLEDGEMENTS

Appreciation is extended to all those who participated in the development of the Career Education Plan for the Goodman-Armstrong Schools. This includes a large number of business people, students, and community leaders who served on the Advisory Committee. Their input will continue to be vital to the implementation of this plan. Special thanks to Mrs. Diane Smith and Mr. Joseph Majewski who served as chairpersons on that committee.

The assistance given by Mr. Robert Meyer, Supervisor, Department of Public Instruction; and Arlys Gessner and Margaret Melick, Assistant State Project Directors, was very helpful in developing this plan.

We are grateful to the project coordinator for Lake Geneva Schools Career Education Plan -- Mr. Daniel O'Sullivan for the advice and encouragement he has provided. His efforts have been critical to the success of this project.

Finally, thanks to Mrs. Sandy Gorecki who typed this document and compiled copies for distribution.

TABLE OF CONTENTS

SECTIONS		PAGE
I.	INTRODUCTION	1
II.	CAREER EDUCATION POSITION STATEMENT	3
III.	DEFINITION OF CAREER EDUCATION	4
IV.	HISTORY OF CAREER EDUCATION IN GOODMAN-ARMSTRONG DISTRICT	5
V.	CAREER EDUCATION WORKING COMMITTEE	6
	CAREER EDUCATION ADVISORY COMMITTEE	6
VI.	CAREER EDUCATION NEEDS STATEMENTS	
	-- CAREER EDUCATION NEEDS STATEMENT NUMBER 1	8
	-- CAREER EDUCATION NEEDS STATEMENT NUMBER 2	8
	-- CAREER EDUCATION NEEDS STATEMENT NUMBER 3	9
	-- CAREER EDUCATION NEEDS STATEMENT NUMBER 4	10
	-- CAREER EDUCATION NEEDS STATEMENT NUMBER 5	10
VII.	GOAL STATEMENTS	
	-- SUMMARY OF GOAL STATEMENTS	12
	-- SCOPE AND SEQUENCE MODEL FOR CAREER DEVELOPMENT CONCEPTS	14
	-- CAREER EDUCATION GOAL STATEMENTS AND CORRESPONDING CAREER DEVELOPMENT CONCEPTS	16
	-- GOAL STATEMENTS INCLUDING OBJECTIVES, ACTIVITIES, RESOURCES, EVALUATION	
	-- GOAL STATEMENT NUMBER 1	25
	-- GOAL STATEMENT NUMBER 2	26
	-- GOAL STATEMENT NUMBER 3	27
	-- GOAL STATEMENT NUMBER 4	28
	-- GOAL STATEMENT NUMBER 5	29
VIII.	THE CAREER EDUCATION DELIVERY SYSTEM	31
	-- MAJOR CAREER EDUCATION DELIVERY SYSTEM COMPONENTS	31
	-- GUIDANCE AND COUNSELING	31
	-- INSTRUCTIONAL PROGRAM	31
	--CAREER EDUCATION ORGANIZATIONAL CHART -- GOODMAN-ARMSTRONG SCHOOLS	33

SECTIONS		PAGE
	-- IMPLEMENTING, MONITORING, AND UPDATING THE CAREER EDUCATION PLAN.	34
IX.	GUIDELINES FOR ELIMINATING ROLE STEREOTYPING IN CAREER EDUCATION.	37
X.	CAREER EDUCATION OPPORTUNITIES FOR SPECIAL POPULATIONS	38
XI.	OTHER CONSIDERATIONS.	39
	-- RESOURCES AND MATERIALS.	39
	-- RELATIONSHIP OF LOCAL CAREER EDUCATION PLAN TO OTHER DISTRICT PLANS	39
	-- SCHOOL BOARD ADOPTION OF THE LOCAL PLAN FOR CAREER EDUCATION	39
	-- DISSEMINATION PLANS.	39
XII.	BUDGET -- 1979-80	40
XIII.	APPENDICES.	41
	A. NEEDS ASSESSMENT QUESTIONNAIRE -- 3RD GRADE	41
	B. NEEDS ASSESSMENT QUESTIONNAIRE -- 6TH GRADE	42
	C. NEEDS ASSESSMENT QUESTIONNAIRE -- 9TH GRADE	44
	D. NEEDS ASSESSMENT QUESTIONNAIRE -- 12TH GRADE. . . .	47
	E. NEEDS ASSESSMENT QUESTIONNAIRE -- TEACHERS.	50
	F. 22 CAREER EDUCATION CONCEPTS, TEACHERS' WORKSHEETS.	54

INTRODUCTION

In 1974 a joint task force for the development of a Wisconsin State Plan for Career Education was jointly appointed by Dr. Barbara Thompson, State Superintendent of Public Instruction, and Eugene Lehrman, State Director of Vocational, Technical and Adult Education. This task force developed a "user trial draft" of the Wisconsin State Plan for Career Education which was completed on June 30, 1977.

The State Department of Public Instruction invited applications from school districts to serve as "validation sites" to "try out" sections of the state plan to determine its usability in developing local career education plans and to determine how it could be improved to meet the needs of local school districts. The State Department of Public Instruction selected the school districts of Beloit, West Allis, Hamilton, Jefferson, and Lake Geneva to serve as validation sites.

In June 1978, the Goodman-Armstrong School District joined the districts of Superior, Grafton, Cuba City and Twin Lakes in participating in the Wisconsin Inservice Training Project for the Implementation of Local Plans for Career Education. The primary objectives of the project were 1) to develop local plans for career education, and 2) to train school and community personnel so that they can implement their local plans for career education.

The Goodman-Armstrong School District was selected for this project because it had participated in the Wisconsin Career Education Needs Assessment Survey in the Fall of 1976 and had expressed an interest in the project when approached by the Department of Public Instruction. A working committee consisting of school personnel was formed in August 1978 to develop a local plan of career education for the District. This plan has been modeled after that of the Lake Geneva Schools which has been tested and validated.

It should be emphasized that the Goodman-Armstrong Schools Career Education Plan is a LOCAL plan. The state format has created a structure for developing the plan, but modifications have been made as necessary to ensure a plan which can be implemented at the local level.

This plan will be inserviced to all District teachers in Spring, 1979. Personnel from the Shawano School District, which was one of the original career education consortium

districts will assist our District personnel in infusing career education concepts into our curriculum. Experienced personnel from the Goodman-Armstrong Schools may then, in turn, be called upon to assist other Wisconsin school districts in the development of their local plans and the necessary inservice training.

Although this plan calls for full implementation by September 1980, it is felt that much of it will be in operation well before this date.

CAREER EDUCATION

POSITION STATEMENT

The Goodman-Armstrong School District recognizes career education as a guidance and instructional strategy aimed at improving educational outcomes by relating teaching, counseling, and learning experiences to life and the world of work. Beginning in early childhood and continuing throughout life, it involves the home, school, and the community in activities designed to:

--Develop positive self-image.

--Develop positive attitudes toward work, and an understanding of the world of work.

--Facilitate career planning and decision-making.

--Serve as a delivery system not only for career development but for optimal development of human potential.

DEFINITION OF CAREER EDUCATION

Career education is defined as a guidance and instructional strategy aimed at improving educational outcomes by relating teaching, counseling, and learning experiences to life and the world of work. It is intended to improve individual achievement and facilitate individual career development beginning in early childhood and continuing throughout life. It relies on the integration of career development concepts with the curriculum of all subjects, it blends academic and vocational experiences and requires the cooperation and collaboration of the school, the home, and the community as major components of the learning environment.

HISTORY OF CAREER EDUCATION IN GOODMAN-ARMSTRONG DISTRICT

Prior to 1976, a CESA-based guidance counselor worked in the District for 1½ days per week. In the fall of 1976, the District hired a full-time guidance counselor (K-12), and he has continued that position to the present. Factors involved in the move included arranging more time for career and socio-emotional counseling.

Vocational education includes a strong focus on woodworking skills and on office/business practice. Many teachers in elementary and high school include career education development concepts in their curriculum but as yet there is no District plan which coordinates these activities.

CAREER EDUCATION WORKING COMMITTEE

David Miskulin

Darlene Richards

Roy Steinke

LaVerne Zimmerman

Stephen Zwicky

CAREER EDUCATION ADVISORY COMMITTEE

Alphie Bousley--Sophomore Representative

George Buck--Law Enforcement

Nancy Draxler--Senior Representative

Ed Gudowicz--Businessman

Kathy Hawley--Junior Representative

Fred Hord--Businessman

Barb Janczy--Freshman Representative

Walter Janczy--Armstrong Chairman

Ruth Laurich--School Nurse

Tony Laurich--Foreman

Frank Lukaszek--Businessman (retired)

Joe Majewski--Union President

Judy Mazur--4 H

Ignatius Millan--Businessman

Jenny Nelson--Homemaker

Ken Powell--Ranger

Clarence Richards--Personnel Director

Bob Rochon--Businessman

George Rocque--Businessman

CAREER EDUCATION ADVISORY COMMITTEE, continued

Reverend Sharpe--Clergy

Diane Smith--Scouting

Stanley Sopkowicz--Goodman Chairman

Vic Stankevich, Jr.--School Board

Pat Thomas--Member VFW and American Legion

NEEDS STATEMENTS

The following ratios of students cited the need for "more" or "a great deal more" in response to these sample statements.

CAREER EDUCATION NEEDS STATEMENT NUMBER 1

Individuals will have opportunities to develop an understanding and acceptance of themselves in relation to others and the environment.

1. Self-Awareness.

   --I am finding out the things I like to do. (3rd 11/33)

   --I need to discover what's important to me. (6th 17/20)

   --I need help in matching up my interests and abilities with possible career choices. (9th 16/27)

   --I need help in matching up my interests and abilities with possible career choices. (12th 14/29)

   --Students need to develop positive attitudes toward themselves, school, and work. (Teachers 18/19)

CAREER EDUCATION NEEDS STATEMENT NUMBER 2

Individuals will have opportunities to develop an understanding of the world of work and opportunities available to them.

2. Career Awareness.

NEEDS STATEMENTS, continued

--I am learning about the different jobs in our community. (3rd 11/16)

--I need to learn about the many different jobs it takes to get my food, clothing and shelter. (6th 12/20)

--I need information about current and future trends in the job market. (9th 16/27)

--I need information about education and training requirements and opportunities for the types of occupations in which I am interested. (12th 16/29)

--Students need to develop an appreciation for the personal, social, and economic significance of work. (Teachers 19/19)

CAREER EDUCATION NEEDS STATEMENT NUMBER 3

Individuals will have opportunities to develop career decision making and planning skills based on an understanding of themselves and the world of work.

3. Career Exploration.

--I need opportunities to talk to workers about their careers by visiting them at their place of work or having them speak to us at school. (6th 16/24)

--I need opportunities to talk to workers about their careers, by visiting them at their place of work or having them speak to us at school. (9th 18/27)

-0-

NEEDS STATEMENTS, continued

--I need information about expectations employers or higher education institutions will have of me. (12th 13/29)

CAREER EDUCATION NEEDS STATEMENT NUMBER 4

Individuals will have opportunities to prepare for successful placement and progress in appropriate employment, further education or other post-secondary options of their choice.

4. Career Planning, Preparation and Placement.

--I need help in making realistic career plans and taking responsibility for planning a meaningful and satisfying life. (9th 18/27)

--I need help in planning and preparing for a "next step" beyond high school in either employment or further education. (12th 15/29)

--Students need to become aware of expectations that employers and higher educational institutions will have of them. (Teachers 19/21)

CAREER EDUCATION NEEDS STATEMENT NUMBER 5

The Goodman-Armstrong Schools Career Education Program will provide a supportive delivery system.

NEEDS STATEMENTS, continued

5. Delivery System for Career Education.

Teachers:

--I need a local plan for career education. (15/19)

--I need suggestions and examples showing application of career education strategies in each subject area. (18/19)

--I need community support for career education efforts. (17/19)

Parents: (From 1976 state-wide assessment)

--I need opportunities to become familiar with career education resource materials available in my community and suggestions on how to use them. (1st priority)

--I need information about school and community career education efforts. (2nd priority)

--I need suggestions and examples of how I can provide career education in the home. (4th priority)

--I need information about how I, as a parent, can foster a good self-concept in my child. (6th priority)

GOAL STATEMENTS

Based on the results of the needs assessment, five career education goal statements were developed. These goal statements are listed below.

Goal Statement Number 1

Individuals will have opportunities to develop an understanding and acceptance of themselves in relation to others and the environment.

Goal Statement Number 2

Individuals will have opportunities to develop an understanding of the world of work and opportunities available to them.

Goal Statement Number 3

Individuals will have opportunities to develop career decision making and planning skills based on an understanding of themselves and the world of work.

Goal Statement Number 4

Individuals will have opportunities to prepare for successful placement and progress in appropriate employment, further education or other post-secondary options of their choice.

Goal Statement Number 5

The Goodman-Armstrong Schools Career Education program will provide a supportive delivery system which will provide for the following:

-- Development of guidance and instructional program career education strategies for educators;

-- Development of career education expertise for those having defined leadership roles in career education;

-- Comprehensive access to methods, materials, and experiences of others in providing career education;

GOAL STATEMENTS, continued

-- Coordination and articulation between agencies and organizations.

In order to achieve the stated goals, a decision was made to utilize the Scope and Sequence Model for Career Development Concepts. The rationale for this decision was that each of the 22 concepts could be classified under either goal statements 1, 2, 3, or 4. By developing objectives for each career development concept, it was possible to develop a consistent format for the career education plan while making the content and learning activity individualized. This results in the first grade teacher having a program tailored for his/her students as well as the high school English teacher, etc. It was further determined that the Scope and Sequence Model would ensure that all pertinent concepts were introduced, developed, and emphasized at the appropriate developmental stage.

The following page contains a copy of the Scope and Sequence Model for Career Development Concepts.

The following pages in this section state the goals and the concepts which were classified under each goal statement.

SCOPE AND SEQUENCE MODEL FOR CAREER DEVELOPMENT CONCEPTS*

	ELEMENTARY	MIDDLE-JR. HIGH SCHOOL		HIGH SCHOOL	POST SECONDARY
	Middle Childhood (K-3)	Late Childhood (4-6)	Early Adolescence (7-9)	Adolescence (10-12)	Adults (Life long)
1		//////////	XXXXXXXXXX	XXXXXXXXXX	(Continuation beyond scope of this K-12 Guide.)
2		//////////	XXXXXXXXXX	XXXXXXXXXX	
3		//////////	XXXXXXXXXX	XXXXXXXXXX	
4		//////////	XXXXXXXXXX	XXXXXXXXXX	
5		//////////	XXXXXXXXXX	XXXXXXXXXX	
6		//////////	XXXXXXXXXX	XXXXXXXXXX	
7		//////////	XXXXXXXXXX	XXXXXXXXXX	
8		//////////	XXXXXXXXXX	XXXXXXXXXX	
9			//////////	XXXXXXXXXX	
10			//////////	XXXXXXXXXX	
11			//////////	XXXXXXXXXX	
12			//////////	XXXXXXXXXX	
13			//////////	XXXXXXXXXX	
14			//////////	XXXXXXXXXX	
15			//////////	XXXXXXXXXX	
16			//////////	XXXXXXXXXX	
17			//////////	XXXXXXXXXX	
18				XXXXXXXXXX	
19				XXXXXXXXXX	
20				XXXXXXXXXX	
21				XXXXXXXXXX	
22				XXXXXXXXXX	

CONCEPTS

CODE	
Introduce	
Develop	////
Emphasize	XXXX

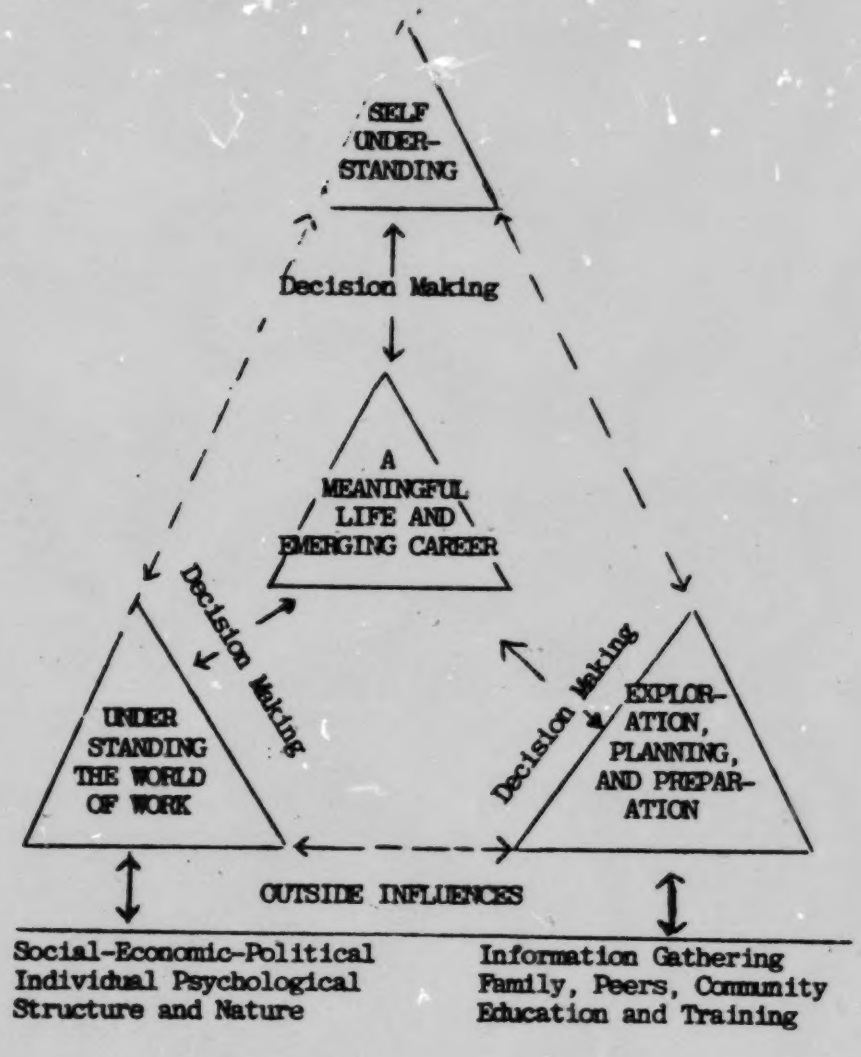
*NOTE: This model encourages flexibility and is subject to learner readiness and continuing research.

CAREER DEVELOPMENT CONCEPTS are listed on page immediately following.

CAREER DEVELOPMENT CONCEPTS

1. An understanding and acceptance of self and others is important throughout life.
2. Individuals differ in their interests, abilities, attitudes, and values.
3. Persons need to be recognized as having dignity and worth.
4. Occupations exist for a purpose.
5. There is a wide variety of occupations.
6. Occupations may be classified in several ways such as by industry, or by tasks and/or services performed.
7. Work means different things to different people.
8. Education and work are often interrelated.
9. Individuals can learn to perform adequately in a variety of occupations.
10. Job specialization creates interdependency.
11. Various groups and institutions influence the nature and structure of work.
12. Occupations and life styles are often interrelated.
13. Environment and individual potential interact to influence career development.
14. Career development requires a continuous and sequential series of choices.
15. Occupational supply and demand have an impact on career planning.
16. Leisure and avocational pursuits can complement one's work as a means of self expression.
17. Preparation for and success in paid or unpaid work provides motivation and self confidence in further endeavors.
18. Individuals are responsible for their career planning.
19. Exploration of occupations provides information on which to base vocational and educational decisions.
20. Preparation for a cluster of occupations as well as an entry level job enhances one's adaptability in the job market.
21. There are identifiable attitudes and behaviors which can help one obtain and be successful on a job.
22. Job characteristics and individuals must be flexible in a changing society.

CAREER EDUCATION MODEL FOR CAREER DEVELOPMENT



This model shows the interaction of self understanding, understanding of the world of work, and career exploration, planning, and preparation; and how this interaction, together with informed decision making, results in a meaningful life and emerging career.

CAREER EDUCATION GOAL STATEMENTS AND CORRESPONDING CAREER DEVELOPMENT CONCEPTS

CAREER EDUCATION GOAL STATEMENT NUMBER 1

Individuals will have opportunities to develop an understanding and acceptance of themselves in relation to others and the environment.

Concept No. 1

An understanding and acceptance of self is important throughout life.

Objectives

1. The student should understand the importance of developing an awareness of both strengths and limitations.
2. The student should realize that there is a continuous interaction between one's self-knowledge and self-acceptance and overall development.
3. The student should recognize individual responsibility for self-direction.

Concept No. 2

Individuals differ in their interest, abilities, attitudes, and values.

Objectives

1. The student should learn to recognize personal individual interests, abilities, attitudes, and values.
2. The student should learn to recognize the interest, abilities, attitudes, and values of others.
3. The student should learn to differentiate between the interest, abilities, attitudes, and values of self and others and accept and tolerate similarities and differences.

CAREER EDUCATION GOAL STATEMENT NUMBER 1, continued

Concept No 3

Persons need to be recognized as having dignity and worth.

Objectives

1. The student should learn the dignity and worth intrinsic to people.

2. The student should experience the value work provides both society as well as the worker.

3. The student should become aware of ways in which utilizing personal unique interests and abilities can enhance personal dignity and worth.

CAREER EDUCATION GOAL STATEMENT NUMBER 2

Individuals will have opportunities to develop an understanding of the world of work and opportunities available to them.

Concept No. 4

Occupations exist for a purpose.

Objectives

1. The student should become acquainted with the relationship between social needs and occupations.

2. The student should learn to see a relationship between each person's occupation and satisfaction of social needs.

Concept No. 5

There is a wide variety of occupations.

Objectives

1. The student should recognize that there is a wide variety of occupations.

2. The student should learn that the variety of occupations is in a state of perpetual change and adjustment in response to social, technological, and political change.

Concept No. 6

Occupations may be classified in several ways such as by industry, or by tasks and/or services performed.

Objectives

1. The student should develop awareness of the classification of occupations.
2. The student should develop a capacity for classifying occupations.

Concept No. 7

Work means different things to different people.

Objectives

1. The student should understand the various meanings work can have to different people.
2. The student should understand that occupational choices are based on needs, abilities, and interests.
3. The student should become aware of the possible meanings work can have personally.

Concept No. 10

Job specialization creates interdependency.

Objectives

1. The student should recognize that cooperation is necessary for work effectiveness.
2. The student should recognize that jobs are coordinated in the production of goods and the performance of services.

CAREER EDUCATION GOAL STATEMENT NUMBER 2, continued

3. The student should gain firsthand experience whenever possible working cooperatively with other people.

Concept No. 11

Various groups and institutions influence the nature and structure of work.

Objectives

1. The student should become informed of the groups and institutions affecting work.

2. The student should learn the ways in which these groups and institutions affect work.

3. The student should experience the factors affecting groups and institutions.

CAREER EDUCATION GOAL STATEMENT NUMBER 3

Individuals will have opportunities to develop career decision making and planning skills based on an understanding of themselves and the world of work.

Concept No. 8

Education and work are often interrelated.

Objectives

1. The student should realize that different kinds of work require varying degrees and types of educational preparation.

2. The student should learn the value of relating education in work terms.

3. The student should learn the need for planning education in order to meet work goals.

Concept No. 9

Individuals can learn to perform adequately in a variety of occupations.

Objectives

1. The student should become aware that individuals have the potential to develop skill in a wide variety of occupations.
2. The student should be able to identify with an increasing variety of occupations.
3. The student should be encouraged to gain experience in a variety of work situations.
4. The student should recognize individual abilities and limitations and relate them to career interests.

Concept No. 12

Occupations and life styles are interrelated.

Objectives

1. The student should recognize how occupational choice affects life style.
2. The student should learn to recognize values relating to occupation and life style.

Concept No. 14

Career development requires a continuous and sequential series of choices.

Objectives

1. The student should be aware that career development is a life long process.
2. The student should become conscious of individual responsibility and the direction one can exert on career development.

CAREER EDUCATION GOAL STATEMENT NUMBER 3, continued

3. The student should learn the value of planning and the utilization of intermediate steps to attain long-range objectives.

Concept No. 16

Leisure and avocational pursuits can complement one's work as a means of self-expression.

Objectives

1. The student should learn that leisure and avocational pursuits can provide enjoyment and satisfaction.

2. The student should learn to utilize avocational and leisure pursuits and successes as an aid to learning individual career preferences.

3. The student should learn the necessity of a balance between self-expression derived from work and from leisure.

Concept No. 19

Exploration of occupations provides information on which to base vocational and educational decisions.

Objectives

1. Students should develop an understanding of sources of occupational information.

2. Students should learn how to independently obtain answers to career questions.

3. Students should learn to use this information for vocational and educational decisions.

CAREER EDUCATION GOAL STATEMENT NUMBER 4

Individuals will have opportunities to prepare for successful placement and progress in appropriate employment, further education or other post-secondary options of their choice.

Concept No. 13

Environment and individual potential interact to influence career development.

Objectives

1. The student should be aware of the effect environment has on one's career choices.
2. The student should relate individual potential to environmental factors in making choices.

Concept No. 15

Occupational supply and demand have an impact on career planning.

Objectives

1. The student should learn the effect supply and demand have on various careers.
2. The student should understand the effect economic and technological factors have on supply and demand.
3. The student should learn to identify values in relation to considerations of supply and demand.

Concept No. 17

Preparation for and success in paid or unpaid work provides motivation and self-confidence in further endeavors.

Objectives

1. The student should learn the satisfying aspects of success in work.
2. The student should learn to recognize personal success and its positive effects.
3. The student should learn to identify career interests and preferences through experience in paid and unpaid work.

Concept No. 18

Individuals are responsible for their career planning.

Objectives

1. Students should learn that career satisfaction and success is each person's responsibility.
2. Students should learn the mechanics of career planning.
3. Students should learn the necessity of acting to fulfi plans.

Concept No. 20

Preparation for a cluster of occupations as well as an entry level job enhances one's adaptability in the job market.

Objectives

1. The student should learn the similarities between jobs in a cluster of occupations.
2. The student should learn the value of maximizing alternatives within a cluster of occupations.
3. The student should learn the value of adaptability in a changing job market.

Concept No. 21

There are identifiable attitudes and behaviors which can help one obtain and be successful on a job.

Objectives

1. The student should become aware of desirable attitudes and behaviors.
2. The student should learn attitudes and behaviors which enhance success in present endeavors.
3. The student should learn to develop positive attitudes and behaviors conducive to success.

Concept No. 22

Job characteristics and individuals must be flexible in a changing society.

Objectives

1. The student should become aware of the flexible and inflexible aspects of jobs.

2. The student should learn the need for individual flexibility in a changing society.

3. The student should learn to relate individual needs for flexibility to realities of the work world.

CAREER EDUCATION GOAL STATEMENT NUMBER 1

Individuals will have opportunities to develop an understanding and acceptance of themselves in relation to others and the environment.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
To systematically develop for each department a career education program which will result in presenting to students activities related to Career Concepts Numbers 1, 2, and 3.	Department in-service including review of other district plans, etc. Writing workshops.	Department Chairperson and members of the department Shawano High Staff Career Education Working Committee Career Education Advisory Committee	Department concensus-- Steering Committee concensus--relative to adequacy of plan Responsibility of teachers K-6 and Departments 7-12
To systematically present to students learning activities which relate to Career Concepts Numbers 1, 2, and 3.	Implementation of instructional as well as guidance and counseling activities in accord with the applicable program plan.	Teachers Counselors Administrators Media Specialists Career Committees Community Resources	As designated for each program activity in the program plan
Long Range Objective			
Not later than September, 1980, all grade levels, departments, and the guidance and counseling program will provide systematic activities to individuals to develop an understanding and acceptance of themselves in relation to others and the environment.	Staff meetings Meetings of Career Education Committee	All professional staff	Verification that all applicable career education activities are operational

CAREER EDUCATION GOAL STATEMENT NUMBER 2

Individuals will have opportunities to develop an understanding of the world of work and opportunities available to them.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
To systematically develop for each department a career education program which will result in presenting to students activities related to Career Concepts Numbers 4, 5, 6, 7, 10, and 11.	Department in-service including review of other district plans, etc. Writing workshops.	Department Chairperson and members of the department Shawano High Staff Career Education Working Committee Career Education Advisory Committee	Department concensus-- Steering Committee concensus--relative to adequacy of plan Responsibility of teachers K-6 and Departments 7-12
To systematically present to students learning activities which relate to Career Concepts Numbers 4, 5, 6, 7, 10, and 11.	Implementation of instructional as well as guidance and counseling activities in accord with the applicable program plan.	Teachers Counselors Administrators Media Specialists Career Committees Community Resources	As designated for each program activity in the program plan
Long Range Objective			
Not later than September, 1980, all grade levels, departments, and the guidance and counseling program will provide systematic activities to individuals to develop an understanding of the world of work and opportunities available to them.	Staff meetings Meetings of Career Education Committee	All professional staff	Verification that all applicable career education activities are operational

CAREER EDUCATION GOAL STATEMENT NUMBER 3

Individuals will have opportunities to develop career decision making and planning skills based on an understanding of themselves and the world of work.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
To systematically develop for each department a career education program which will result in presenting to students activities related to Career Concepts Numbers 8, 9, 12, 14, 16, and 19.	Department in-service including review of other district plans, etc. Writing workshops.	Department Chairperson and members of the department Shawano High Staff Career Education Working Committee Career Education Advisory Committee	Department concensus-- Steering Committee concensus--relative to adequacy of plan Responsibility of teachers K-6 and Departments 7-12
To systematically present to students learning activities which relate to Career Concepts Numbers 8, 9, 12, 14, 16, and 19.	Implementation of instructional as well as guidance and counseling activities in accord with the applicable program plan.	Teachers Counselors Administrators Media Specialists Career Committees Community Resources	As designated for each program activity in the program plan
Long Range Objective			
Not later than September, 1980, all grade levels, departments, and the guidance and counseling program will provide systematic activities to individuals to develop career decision making and planning skills based on an understanding of themselves and the world of work.	Staff meetings Meetings of Career Education Committee	All professional staff	Verification that all applicable career education activities are operational

CAREER EDUCATION GOAL STATEMENT NUMBER 4

Individuals will have opportunities to prepare for successful placement and progress in appropriate employment, further education or other post-secondary options of their choice.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
To systematically develop for each department a career education program which will result in presenting to students activities related to Career Concepts Numbers 13, 15, 17, 18, 20, 21, and 22.	Department in-service including review of other district plans, etc. Writing workshops.	Department Chairperson and members of the department Shawano High Staff Career Education Working Committee Career Education Advisory Committee	Department concensus-- Steering Committee concensus--relative to adequacy of plan Responsibility of teachers K-6 and Departments 7-12
To systematically present to students learning activities which relate to Career Concepts Numbers 13, 15, 17, 18, 20, 21, and 22.	Implementation of instructional as well as guidance and counseling activities in accord with the applicable program plan.	Teachers Counselors Administrators Media Specialists Career Committees Community Resources	As designated for each program activity in the program plan
Long Range Objective			
Not later than September, 1980, all grade levels, departments, and the guidance and counseling program will provide systematic activities to prepare for successful placement and progress in appropriate employment, further education or other post-secondary options of their choice.	Staff meetings Meetings of Career Education Committee	All professional staff	Verification that all applicable career education activities are operational

CAREER EDUCATION GOAL STATEMENT NUMBER 5

The Goodman-Armstrong Schools Career Education Program will provide a supportive delivery system which will provide for the following:

-- Development of guidance and instructional program career education strategies for educators;

-- Development of career education expertise for those having defined leadership roles in career education;

-- Comprehensive access to methods, materials, and experiences of others in providing career education;

-- Coordination and articulation between agencies and organizations.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
5.1 Process and update agenda related to guidance and instructional program strategies	Series of meetings as established by Working Committee	Working Committee Curriculum Coordinator Defined committees Teachers Counselors Media Specialists Community Advisory Representatives	Processed to satisfaction of committee participants -- yes-no or carryover item
5.2 Process and update agenda related to development of career education expertise among staff	Series of meetings as established by Working Committee	Working Committee Curriculum Coordinator Defined committees Teachers Counselors Media Specialists Community Advisory Representatives	Process to satisfaction of committee participants -- yes-no or carryover item

CAREER EDUCATION GOAL STATEMENT NUMBER 5, continued

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
5.3 Process and update agenda related to comprehensive access to career education resources (materials and personnel)	Series of meetings as established by Working Committee	Working Committee Curriculum Coordinator Defined committees Teachers Counselors Media Specialists Community Advisory Representatives	Processed to satisfaction of committee participants -- yes-no or carryover item
5.4 Process and update agenda related to coordination and articulation between agencies and organizations	Series of meetings as established by Working Committee	Working Committee Curriculum Coordinator Defined committees Teachers Counselors Media Specialists Community Advisory Representatives	Processed to satisfaction of committee participants -- yes-no or carryover item

THE CAREER EDUCATION DELIVERY SYSTEM

Realization of the career education goals will depend on the effectiveness of the delivery system. Because of its critical nature, the organizational structure and proposed delivery system are presented below.

I. MAJOR CAREER EDUCATION DELIVERY SYSTEM COMPONENTS

The major delivery system components are to be integrated in the guidance program and the instructional program.

A. Guidance and Counseling
   1. Grades K - 8 . . . Career education concepts will be identified and incorporated within the existing Developmental Guidance Program. Specific learning activities will be presented through the interaction of the guidance counselor and students.
   2. Grades 9 - 12 . . . Existing activities which incorporate career education concepts will be identified and supplemented as needed.

B. Instructional Program
   1. Grades K - 6 . . . Career education concepts will be identified, enhanced and presented to students by their regular classroom teachers.
   2. Grades 7 - 12 . . . The instructional delivery system will be through the departmental structure. Departments will be requested to develop a plan for their discipline which incorporates career education projects.

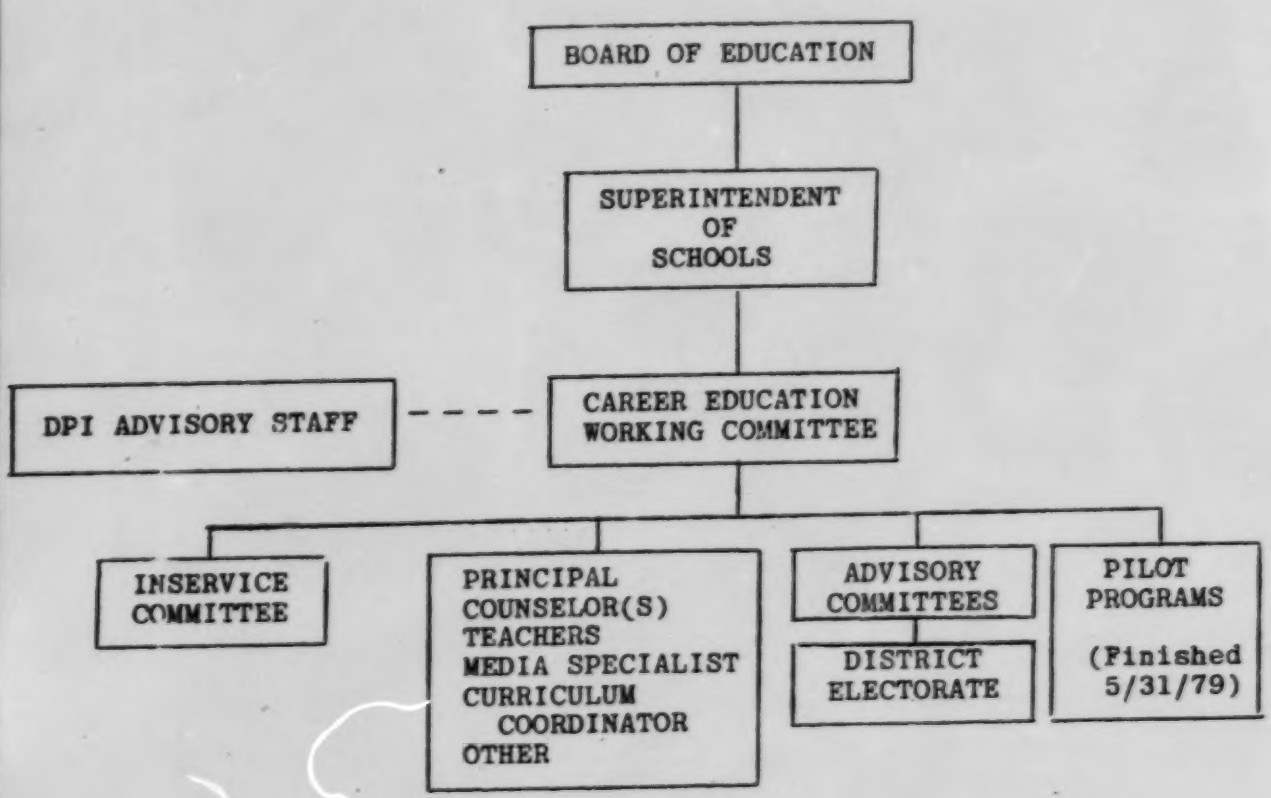
The procedures graded classrooms/departments will use in developing their career education components are as follows:

A. Review career education plan including goals and objectives.
B. Participate in inservices related to career education.
C. Identify existing classroom activities related to career education which should be continued or expanded.
D. Identify other appropriate activities by reviewing literature related to the specific grade/discipline and review local resources identified by advisory committee.
E. Categorize activities in one of twenty-two career concept classifications.

I. MAJOR CAREER EDUCATION DELIVERY SYSTEM COMPONENTS, continued

F. Develop additional activities to implement any objectives and concepts not covered which the grade/department feels should be included.
G. As each learning activity is identified, a statement will be made relative to the materials and resources needed to implement the activity.
H. Each learning activity will have a corresponding evaluation procedure.
I. The written plan will guide the actual implementation of career education activities.
J. The written plan will be modified as necessary based on the evaluation.

II. CAREER EDUCATION ORGANIZATIONAL CHART -- GOODMAN-ARMSTRONG SCHOOLS



III. IMPLEMENTING, MONITORING AND UPDATING THE CAREER EDUCATION PLAN

Our experience to date suggests that while general directions can be projected for career education development, continued modifications in the plan are necessary. The plan we have developed will give general direction to program development. An additional strategy to ensure flexibility will be use of "career education agenda items" by career education committees.

Initial agenda items will relate to the priorities identified through the needs assessment program. Some permanent agenda items will be included so that the primary thrust of the program will continually be monitored. As other items on the agenda are processed they will be replaced by lesser priority items which must be addressed and resolved as part of a comprehensive and renewing career education program.

The agendas will address issues which are of concern to the system, building, grade level or instructional discipline, and supportive service.

Processing of agenda items will include a provision for identifying the person(s) responsible for implementation, as well as timelines for completion.

The chairperson of each individual committee is responsible for establishing the agenda items, and communicating results of processed agenda items to members of the committee. The steering committee will receive copies of all agenda items and results.

The initial agenda item pool contains the following:

A. Agenda Item Pool

1. Development of guidance and instructional program career education strategies for educators.

   -- Use of agenda item strategy

   -- Consideration of

      Decision making skills;
      Higher education and employer expectations;
      Skills needed to get, hold, and advance on a job;
      Development of positive self-concept;
      Preparation of students for the "next step" within school or after leaving public school.

III. IMPLEMENTING, MONITORING AND UPDATING THE CAREER EDUCATION PLAN, continued

-- Consideration of career education content in text book selection

-- Teacher resources needed to incorporate career education in the school curriculum

-- Field Trips

-- Shadowing Experiences

-- Systematic utilization of the WCIS system

-- Youth in Government

-- Cooperative Education Programs

-- Career Days

-- Involvement of transfer students in total career program

-- Development of content in structured career education classes

Systematically apprise parents of career education programs and opportunities -- possible resources including school system newsletter, incorporate in student handbooks, school paper, etc.

2. Development of career education expertise among staff.

-- Inservice days as scheduled in master agreement

-- Workshops conducted by Shawano Schools' staff

-- Career education workshops outside of District

3. Comprehensive access to career education resources.

-- System for cataloging, locating, and utilizing career education material

-- The role of the media specialist

-- A system will be devised to monitor the use of materials in order to avoid unnecessary replication

III. IMPLEMENTING, MONITORING AND UPDATING THE CAREER EDUCATION PLAN, continued

4. Coordination and articulation between agencies and organizations.

   -- Establish meetings with advisory groups for continuing dialogue

   -- Establish the working committee as fixed point of referral for career education suggestions and information for the community

   -- Using community resources in integrated school career education program

   -- Continue development of statements regarding roles and responsibilities

GUIDELINE FOR ELIMINATING ROLE STEREOTYPING

IN CAREER EDUCATION AND MATERIALS

Stereotype is defined as an oversimplified generalization or fixed mental image of persons or groups which are created, maintained and reinforced by the repetition of one image or by failure to include a variety of images.

Role stereotyping is defined as the act of applying unfounded traits to an individual based solely upon that person's membership in a group.

Career education provides an excellent vehicle for reducing role stereotyping. Its self-awareness and career-awareness components can contribute much to helping children, youth, and adults positively relate their strengths and values to a broad range of occupational opportunities regardless of sex, ethnic background, disadvantaged, or handicapped status.

Further explanation of sex role stereotyping might be in order also because "many people persist in believing that eliminating sex role stereotypes is the same as encouraging men to be feminine and women masculine -- a blurring of the sexes. Not so. The goal is the elimination of penalties for being one sex or the other, penalties which affect jobs, education, avocations, social relationships and a large number of behaviors. The penalties are built-in cultural biases which may have had a purpose at one time but now serve only to limit human potential."[1]

The effects of stereotyping on learners, educators, and schools have been found to be extremely negative. Therefore, all career education activities and materials will be carefully planned and screened relative to possible stereotyping.

Resources determined to contain stereotyping content will be replaced as possible with educational materials not containing such stereotypes. Since it is obviously financially impossible to discard and replace all stereotyped content, an effective alternative will be to identify stereotyped materials for the students, emphasizing the good points presented and at the same time emphasizing the stereotyped aspects to increase awareness. For example, a discussion might be started with a statement such as, "Only men are shown in the pictures about what it is like to be an optometrist and the pronoun 'he' is used exclusively in the text. What does this tell us about the author's perceptions? It was written in 1965. What does this tell us about the work world and especially optometrists at that time? Is this the same way you see the world of work today?"

---

[1]Barbara Powers, Director, Freedom for Individual Development, a Federally-funded project under the Women's Educational Equality Act, Madison, Wisconsin: Wisconsin DPI, 1977.

CAREER EDUCATION OPPORTUNITIES FOR SPECIAL POPULATIONS

It is the goal of the career education plan to meet the career education needs of ALL students INCLUDING those of special populations. These populations include, but are not limited to, gifted and talented, handicapped, disadvantaged, and minorities.

As the career education program is implemented ALL students will have appropriate career education opportunities available to them. Career education opportunities for special populations will be made available which are supplementary in nature when such activities are determined to be appropriate and necessary. Supplementary career education opportunities for special populations are not separate from the total career education effort but are an integral coordinated aspect of it.

OTHER CONSIDERATIONS

RESOURCES AND MATERIALS

Resources which are to be utilized in implementation of learning activities will be identified for each component.

During the 1979-80 School Year, the media specialist will develop a resource listing for teachers and counselors to draw ideas from. The Advisory Committee's survey of local career education resources will be made available to the professional staff and will be included in the resources listing. This list will be updated on an annual basis with new listings being added on a continuing basis.

RELATIONSHIP OF LOCAL CAREER EDUCATION PLAN TO OTHER DISTRICT PLANS

The Title I program currently provides remedial assistance in the areas of language, spelling and math for eligible students K - 4. These skills must be developed for students to succeed academically and will have a strong bearing on what he/she will do with his/her life. Considerable attention is given, as it should be, to developing positive self-images in the students.

In addition, the Right-to-Read program in our District has many goals and objectives which are aligned with those of this plan.

SCHOOL BOARD ADOPTION OF THE LOCAL PLAN FOR CAREER EDUCATION

The Goodman-Armstrong School District Plan for Career Education will be presented to the Board of Education at the regularly scheduled meeting in January. It is anticipated that the Board of Education will take action relative to adoption of the proposed plan at the regularly scheduled Board meeting in February 1979.

DISSEMINATION PLANS

Copies of this plan will be disseminated to members of the Board of Education, professional staff, members of the Advisory Committee, interested parent organizations, Department of Public Instruction, fellow pilot schools, and area school district which express an interest.

BUDGET -- 1979-80*

PERSONNEL		$1,000
Stipends for staff to develop department plans	450	
Substitutes	450	
Clerical -- typing plans	100	
CONTRACT SERVICES		1,000
WCIS system fee	200	
Consultants -- in-service fees and expenses	800	
EQUIPMENT		2,000
MATERIALS AND SUPPLIES		1,700
General career education resources	1,000	
Video tapes for in-service activities	200	
Resource and references for career education bibliography	250	
Film Rental	250	
CONFERENCES		750
Travel	500	
Expenses	250	
FIELD TRIPS		750
TOTAL		$7,200

*This budget is based on availability of state and Federal funding of career education activities.

APPENDIX A

NEEDS ASSESSMENT QUESTIONNAIRE -- 3RD GRADE

Wisconsin Department of Public Instruction

STATE-WIDE SURVEY OF NEEDS FOR CAREER EDUCATION

Grade_____

Boy _____ Girl _____

School_____

	a lot	some	a little
Choices to be used			
EXAMPLE: I am learning to play games at school.			
1. I am finding out the things I can do.	14	8	1
2. I am finding out the things I like to do.	12	8	3
3. I am finding out the things I do not like to do.	3	7	13
4. I feel good about myself.	13	2	1
5. I am finding out the things that are important to me.	9	4	3
6. I am learning that there are many things I can do when I grow up.	9	4	2
7. I am learning about the many jobs it takes to get my food, clothing, and shelter	4	7	5
8. I am learning how the things I learn in school will be useful outside of school.	11	2	3
9. I am learning about the different jobs in our community.	5	8	3
10. I am learning why people work.	10	4	2

APPENDIX B

NEEDS ASSESSMENT QUESTIONNAIRE -- 6TH GRADE

STATE-WIDE SURVEY OF NEEDS FOR CAREER EDUCATION

Your school and community need your help. They want to know how to best prepare students for the world outside of school. Career education combines the efforts of your school, home, and community so you can learn as much as possible about yourself and the world of work.

DIRECTIONS: Use a pencil and mark all of your responses on the answer sheet that is provided. Do not write on this form. At the top of the answer sheet, write the name of your school and city, your grade, the date, and your sex. Read each statement carefully. Decide how much you feel you need the career education opportunity described compared to the amount you are now receiving. There are no right or wrong answers, only what you think you need for yourself.

On the answer sheet: darken the O under "1" if you feel you need "less."
darken the O under "2" if you feel you need "the same amount."
darken the O under "3" if you feel you need "more."
darken the O under "4" if you feel you need "a great deal more."

Career Education Opportunity	I need this: less	same amount	more	great deal more
1. I need to discover what is important to me. (1 = 1 2 = 2 3 = 11 4 = 6)	1	2	3	4
2. I need to feel good about the things I do. (1 = 2 2 = 12 3 = 5 4 = 1)	1	2	3	4
3. I need to know how to buy and sell things. (1 = 6 2 = 6 3 = 3 4 = 5)	1	2	3	4
4. I need to know about many kinds of jobs so I can choose among them. (1 = 2 2 = 3 3 = 10 4 = 5)	1	2	3	4

NEEDS ASSESSMENT QUESTIONNAIRE -- 6TH GRADE, continued

Career Education Opportunity	I need this: less	same amount	more	great deal more
5. I need to find out how people feel about their jobs. (1 = 4 2 = 5 3 = 5 4 = 6)	1	2	3	4
6. I need to learn how my school subjects will be useful in the world outside of school. (1 = 2 2 = 6 3 = 7 4 = 5)	1	2	3	4
7. I need to learn how different careers require different knowledge, abilities, and attitudes (1 = 2 2 = 3 3 = 11 4 = 4)	1	2	3	4
8. I need to discover what activities I can do better than others. (1 = 1 2 = 6 3 = 10 4 = 3)	1	2	3	4
9. I need to discover what activities I like and dislike. (1 = 8 2 = 8 3 = 4 4 = 0)	1	2	3	4
10. I need to know what kinds of jobs there will be in the future. (1 = 0 2 = 2 3 = 10 4 = 8)	1	2	3	4
11. I need to learn about the many different jobs it takes to get my food, clothing and shelter. (1 = 2 2 = 6 3 = 7 4 = 5)	1	2	3	4
12. I need opportunities to talk to workers about their careers, by visiting them at their place of work or having them speak to us at school. (1 = 2 2 = 5 3 = 8 4 = 5)	1	2	3	4
13. I need to know how possible career choices will affect my personal life. (1 = 0 2 = 6 3 = 8 4 = 6)	1	2	3	4
14. I need to match up my interests and abilities with possible career choice areas. (1 = 0 2 = 8 3 = 11 4 = 1)	1	2	3	4
15. I need opportunities to "try out" a particular job in which I am interested. (1 = 2 2 = 5 3 = 8 4 = 5)	1	2	3	4
16. I need information about resources to find out more about myself and various careers. (Examples of resources are: books, counselors, field trips, films, filmstrips, etc.) (1 = 0 2 = 6 3 = 10 4 = 4)	1	2	3	4
17. I need to learn how to make decisions & choices. (1 = 5 2 = 7 3 = 6 4 = 2)	1	2	3	4
18. I need to learn how labor unions affect workers and their jobs. (1 = 2 2 = 5 3 = 4 4 = 9)	1	2	3	4

APPENDIX C

NEEDS ASSESSMENT QUESTIONNAIRE -- 9TH GRADE

STATE-WIDE SURVEY OF NEEDS FOR CAREER EDUCATION

Your school and community need your help. They want to know how to best prepare students for the world outside of school. Career education combines the efforts of your school, home, and community so you can learn as much as possible about yourself and the world of work.

DIRECTIONS: Use a pencil and mark all of your responses on the answer sheet that is provided. Do not write on this form. At the top of the answer sheet, write the name of your school and city, your grade, the date, and your sex. Read each statement carefully. Decide how much you feel you need the career education opportunity described compared to the amount you are now receiving. There are no right or wrong answers, only what you think you need for yourself.

On the answer sheet: darken the O under "1" if you feel you need "less."
darken the O under "2" if you feel you need "the same amount."
darken the O under "3" if you feel you need "more."
darken the O under "4" if you feel you need "a great deal more."

I need: Career Education Opportunity	I need this: less	same amount	more	great deal more
1. help in discovering what my values are. (1 = 3 2 = 13 3 = 9 4 = 2)	1	2	3	4
2. opportunities to become self-confident in the things I do and in working well with other people. (1 = 5 2 = 15 3 = 5 4 = 2)	1	2	3	4
3. help in making realistic career plans and taking responsibility for planning a meaningful and satisfying life. (1 = 2 2 = 6 3 = 16 4 = 3)	1	2	3	4

Career Education Opportunity I need:	I need this: less	same amount	more	great deal more
4. help in learning human relations skills to get along well with fellow workers, friends, and family members. (1 = 8 2 = 15 3 = 3 4 = 1)	1	2	3	4
5. information about how occupations I might choose would affect my lifestyle. (1 = 5 2 = 4 3 = 14 4 = 4)	1	2	3	4
6. information about how to use available resources to find out about myself and possible career choices. (Examples of resources are: books, counselors, films/filmstrips, resource persons, etc.) (1 = 3 2 = 12 3 = 8 4 = 4)	1	2	3	4
7. help in discovering if I am interested in working primarily with people, ideas or things (1 = 3 2 = 8 3 = 12 4 = 4)	1	2	3	4
8. help in matching up my interests and abilities with possible career choice areas. (1 = 2 2 = 9 3 = 11 4 = 5)	1	2	3	4
9. help in choosing school courses that will relate to my chosen career field. (1 = 1 2 = 12 3 = 12 4 = 2)	1	2	3	4
10. help in understanding the influences of labor, management, government, and society on work. (1 = 5 2 = 11 3 = 11 4 = 0)	1	2	3	4
11. information about current and future trends in the job market. (1 = 2 2 = 9 3 = 14 4 = 2)	1	2	3	4
12. help in learning about the importance of preparing for a group of related jobs as well as for a specific job. (1 = 0 2 = 14 3 = 12 4 = 1)	1	2	3	4
13. information about education and training requirements and opportunities for the types of occupations in which I am interested. (1 = 4 2 = 6 3 = 11 4 = 6)	1	2	3	4
14. opportunities for work-study, co-op, or part-time work to get on-the-job work experiences and "try out" a particular job in which I am interested. (1 = 1 2 = 8 3 = 10 4 = 8)	1	2	3	4

Career Education Opportunity I need:	I need this: less	same amount	more	great deal more
15. information about expectations employers or higher education institutions will have of me (1 = 3 2 = 10 3 = 12 4 = 3)	1	2	3	4
16. help in planning and preparing for a "next step" beyond high school, in either employment or further education. (1 = 1 2 = 6 3 = 11 4 = 9)	1	2	3	4
17. help in developing skills to find a job such as writing a resume, filling out application forms, and conducting myself in an interview. (1 = 2 2 = 14 3 = 6 4 = 5)	1	2	3	4
18. help in finding a job while still in high school and/or upon exit from high school. (1 = 5 2 = 7 3 = 10 4 = 5)	1	2	3	4
19. information about post-secondary schools. (1 = 6 2 = 6 3 = 9 4 = 6)	1	2	3	4

Darken the O under the number on the answer sheet that corresponds to your choice on the following items.

20. Have you decided on a tentative career choice?
    1. yes (9) 2. no (17)

21. How sure of it are you?
    1. quite sure (3)
    2. generally sure (12)
    3. generally unsure (8)
    4. quite unsure (6)

22. When did you arrive at this career choice?
    1. during the last 3 months (4)
    2. 3 - 6 months ago (3)
    3. in 10th or 11th grade (0)
    4. in 9th grade or earlier (12)

23. Please write down any other needs you may have on the bottom of the answer sheet.
24. Comments: (please write them on the bottom of the answer sheet)

APPENDIX D

NEEDS ASSESSMENT QUESTIONNAIRE -- 12TH GRADE

STATE-WIDE SURVEY OF NEEDS FOR CAREER EDUCATION

Your school and community need your help. They want to know how to best prepare students for the world outside of school. Career education combines the efforts of your school, home, and community so you can learn as much as possible about yourself and the world of work.

DIRECTIONS: Use a pencil and mark all of your responses on the answer sheet that is provided. Do not write on this form. At the top of the answer sheet, write the name of your school and city, your grade, the date, and your sex. Read each statement carefully. Decide how much you feel you need the career education opportunity described compared to the amount you are now receiving. There are no right or wrong answers, only what you think you need for yourself.

On the answer sheet: darken the O under "1" if you feel you need "less."
darken the O under "2" if you feel you need "the same amount."
darken the O under "3" if you feel you need "more."
darken the O under "4" if you feel you need "a great deal more."

Career Education Opportunity I need:	I need this: less	same amount	more	great deal more
1. help in discovering what is important to me. (1 = 6 2 = 14 3 = 8 4 = 1)	1	2	3	4
2. opportunities to become self-confident in the things I do and in working with other people. (1 = 5 2 = 15 3 = 7 4 = 2)	1	2	3	4
3. help in making realistic career plans and taking responsibility for planning a meaningful and satisfying life. (1 = 6 2 = 6 3 = 13 4 = 4)	1	2	3	4
4. help in learning human relations skills to get along well with fellow workers, friends, and family members. (1 = 10 2 = 16 3 = 0 4 = 3)	1	2	3	4

NEEDS ASSESSMENT QUESTIONNAIRE -- 12TH GRADE, continued

Career Education Opportunity I need:	I need this: less	same amount	more	great deal more
5. information about how occupations I might choose would affect my lifestyle. (1 = 4 2 = 5 3 = 17 4 = 2)	1	2	3	4
6. information about how to use available resources to find out about myself, and possible career choices. (Examples of resources are: books, counselors, films/filmstrips, resource persons, etc.) (1 = 5 2 = 15 3 = 7 4 = 2)	1	2	3	4
7. help in discovering if I am interested in working primarily with people, ideas, or things. (1 = 11 2 = 13 3 = 2 4 = 3)	1	2	3	4
8. help in matching up my interests and abilities with possible career choice areas. (1 = 7 2 = 8 3 = 9 4 = 5)	1	2	3	4
9. help in choosing school courses that will relate to my tentative choice of career fields. (1 = 4 2 = 15 3 = 7 4 = 3)	1	2	3	4
10. help in understanding the influences of labor, management, government, and society on work. (1 = 3 2 = 15 3 = 9 4 = 2)	1	2	3	4
11. information about what jobs there are current and future trends in the job market. (1 = 2 2 = 11 3 = 14 4 = 2)	1	2	3	4
12. help in learning about the importance of preparing for a group of related jobs as well as for a specific job. (1 = 3 2 = 11 3 = 13 4 = 2)	1	2	3	4
13. information about education and training requirements and opportunities for the types of occupations in which I am interested. (1 = 2 2 = 10 3 = 12 4 = 4)	1	2	3	4
14. information about expectations employers or higher education institutions will have of me. (1 = 4 2 = 13 3 = 4 4 = 9)	1	2	3	4
15. help in planning and preparing for a "next step" beyond high school in either employment or further education. (1 = 5 2 = 9 3 = 12 4 = 3)	1	2	3	4

NEEDS ASSESSMENT QUESTIONNAIRE -- 12TH GRADE, continued

Career Education Opportunity I need:	I need this: less	same amount	more	great deal more
16. help in developing skills to find a job such as writing a resume, filling out application forms, and conducting myself in an interview. (1 = 2 2 = 13 3 = 9 4 = 5)	1	2	3	4
17. help in finding a job while still in high school. (1 = 7 2 = 8 3 = 9 4 = 5)	1	2	3	4

Darken the O under the number on the answer sheet that corresponds to your choice on the following items.

18. Have you decided on a tentative career choice?
    1. yes (18)
    2. no (11)

19. How sure of it are you?
    1. quite sure (15)
    2. generally sure (5)
    3. generally unsure (3)
    4. quite unsure (3)

20. Please write down any other needs you may have on the bottom of the answer sheet.

21. Comments: (please write them on the bottom of the answer sheet)

Thank you for responding.

APPENDIX E

NEEDS ASSESSMENT QUESTIONNAIRE -- TEACHERS

Wisconsin Department of Public Instruction
STATE-WIDE SURVEY OF NEEDS FOR CAREER EDUCATION

INSTRUCTIONS: Please complete and return in the attached envelope.

Circle the rating which best describes the degree to which you feel each career education opportunity or aid listed below is needed.

Career Education Opportunity or Aid	Degree Needed				
	great deal more	more	same amount	less	don't know
Our students need help (from school and community) to:					
1. develop effective decision-making skills. (1 = 8 2 = 9 3 = 0 4 = 1 5 = 0)	1	2	3	4	5
2. become aware of how they can apply their skills to related jobs rather than being limited to only one. (1 = 6 2 = 12 3 = 1 4 = 0 5 = 0)	1	2	3	4	5
3. develop positive attitudes toward themselves, school and work. (1 = 9 2 = 9 3 = 1 4 = 0 5 = 0)	1	2	3	4	5
4. relate what they learn to occupations. (1 = 2 2 = 13 3 = 3 4 = 0 5 = 1)	1	2	3	4	5
5. develop an appreciation for the personal, social, and economic significance of work. (1 = 9 2 = 10 3 = 0 4 = 0 5 = 0)	1	2	3	4	5
6. develop an awareness of their interests, aptitudes, needs, and values as an aid to career planning. (1 = 6 2 = 9 3 = 4 4 = 0 5 = 0)	1	2	3	4	5
7. become aware of the many occupational options open to them. (1 = 7 2 = 10 3 = 1 4 = 0 5 = 0)	1	2	3	4	5
8. consider how their career choice may affect their lifestyle. (1 = 5 2 = 11 3 = 1 4 = 0 5 = 1)	1	2	3	4	5

NEEDS ASSESSMENT QUESTIONNAIRE -- TEACHERS, continued

Career Education Opportunity or Aid	Degree Needed: great deal more	more	same amount	less	don't know
Our students need help (from school and community) to:					
9. test their interests, and aptitudes through paid or unpaid, actual or simulated work experience. (1 = 4 2 = 10 3 = 5 4 = 0 5 = 0)	1	2	3	4	5
10. become aware of current and future trends in the job market. (1 = 3 2 = 14 3 = 2 4 = 0 5 = 0)	1	2	3	4	5
11. develop an understanding and appreciation of our free enterprise system. (1 = 1 2 = 9 3 = 7 4 = 1 5 = 1)	1	2	3	4	5
12. become aware of expectations that employers and higher educational institutions will have of them. (1 = 9 2 = 10 3 = 1 4 = 1 5 = 0)	1	2	3	4	5
13. develop a flexible career plan. (1 = 2 2 = 11 3 = 5 4 = 0 5 = 1)	1	2	3	4	5
14. be prepared for a "next step" when they leave public school, in either immediate employment or continuing education. (1 = 7 2 = 9 3 = 2 4 = 0 5 = 1)	1	2	3	4	5
15. learn how to get, hold, and advance on a job. (1 = 7 2 = 8 3 = 3 4 = 0 5 = 1)	1	2	3	4	5
16. learn how to qualify for entrance and succeed in post-secondary school if they choose to do so. (1 = 5 2 = 11 3 = 2 4 = 0 5 = 1)	1	2	3	4	5
17. secure employment if they choose to do so. (1 = 7 2 = 10 3 = 5 4 = 0 5 = 1)	1	2	3	4	5
In order to provide the above career education for students, as a teacher I need:					
18. coordination of career education efforts within our school system. (1 = 4 2 = 10 3 = 4 4 = 0 5 = 1)	1	2	3	4	5
19. a policy statement from the Board of Education supporting career education. (1 = 3 2 = 9 3 = 4 4 = 1 5 = 2)	1	2	3	4	5

NEEDS ASSESSMENT QUESTIONNAIRE -- TEACHERS, continued

Career Education Opportunity or Aid	Degree Needed: great deal more	more	same amount	less	don't know
In order to provide the above career education for students, as a teacher I need:					
20. cooperation of teachers in integrating career education with the school curriculum. (1 = 3 2 = 10 3 = 5 4 = 0 5 = 0)	1	2	3	4	5
21. adequate evaluation systems for career education efforts. (1 = 3 2 = 9 3 = 6 4 = 0 5 = 0)	1	2	3	4	5
22. assistance in identifying school and community resources for career education. (1 = 5 2 = 10 3 = 4 4 = 0 5 = 0)	1	2	3	4	5
23. a system for cataloguing, locating, and utilizing available career education resources. (1 = 3 2 = 11 3 = 4 4 = 1 5 = 0)	1	2	3	4	5
24. planned conferences for administrators, teachers and counselors to share ideas and resources. (1 = 4 2 = 7 3 = 6 4 = 2 5 = 0)	1	2	3	4	5
25. released time for teachers, administrators, and counselors to develop local career education materials. (1 = 5 2 = 8 3 = 6 4 = 0 5 = 0)	1	2	3	4	5
26. a local needs assessment for career education. (1 = 3 2 = 7 3 = 8 4 = 0 5 = 0)	1	2	3	4	5
27. a local plan for career education. (1 = 3 2 = 12 3 = 4 4 = 0 5 = 0)	1	2	3	4	5
28. communication and cooperation between school and community to facilitate career education. (1 = 5 2 = 8 3 = 6 4 = 0 5 = 0)	1	2	3	4	5
29. inservice training for school staff concerning career education. (1 = 4 2 = 11 3 = 3 4 = 0 5 = 0)	1	2	3	4	5
30. motivation to use career education strategies to improve guidance and instruction. (1 = 2 2 = 11 3 = 5 4 = 0 5 = 1)	1	2	3	4	5
31. a program of "testing" to help students identify their interests and abilities. (1 = 2 2 = 10 3 = 6 4 = 0 5 = 1)	1	2	3	4	5
32. adequate communications between state agencies and local schools and communities. (1 = 2 2 = 9 3 = 4 4 = 1 5 = 2)	1	2	3	4	5

NEEDS ASSESSMENT QUESTIONNAIRE -- TEACHERS, continued

Career Education Opportunity or Aid	Degree Needed: great deal more	more	same amount	less	don't know
In order to provide the above career education for students, as a teacher I need:					
33. adequate communications between teacher and counselor training institutions & local school district. (1 = 2 2 = 10 3 = 5 4 = 0 5 = 1)	1	2	3	4	5
34. career education for all students, including those with special needs, those who will go on to post-secondary education, and those who will seek immediate employment upon exit from school. (1 = 3 2 = 14 3 = 1 4 = 0 5 = 1)	1	2	3	4	5
35. a coordinated plan for career education at all ages, beginning in early childhood proceeding through retirement. (1 = 3 2 = 8 3 = 6 4 = 1 5 = 1)	1	2	3	4	5
36. suggestions and examples showing application of career education strategies in each subject area. (1 = 2 2 = 16 3 = 1 4 = 0 5 = 0)	1	2	3	4	5
37. opportunities for teachers of like grade level or discipline to share what they are doing in career education. (1 = 2 2 = 13 3 = 3 4 = 0 5 = 0)	1	2	3	4	5
38. follow-up activities to see where our students are 1 and 5 years after graduation. (1 = 3 2 = 7 3 = 6 4 = 2 5 = 1)	1	2	3	4	5
39. counselor support for career education efforts. (1 = 1 2 = 11 3 = 6 4 = 0 5 = 1)	1	2	3	4	5
40. administrative support for career education efforts. (1 = 3 2 = 8 3 = 6 4 = 0 5 = 1)	1	2	3	4	5
41. parent support for career education efforts. (1 = 7 2 = 12 3 = 0 4 = 0 5 = 0)	1	2	3	4	5
42. community support for career education efforts. (1 = 7 2 = 10 3 = 1 4 = 1 5 = 0)	1	2	3	4	5

43. With which grade levels are you primarily involved? (Check all that apply.)
    1. K - 3 (4) 3. 7 - 9 (8) 5. post-secondary (0)
    2. 4 - 6 (6) 4. 10 - 12 (10)
44. Other needs, comments, suggestions, concerns about career education.
45. City: 46. School:

Thank you for responding.

APPENDIX F

22 CAREER EDUCATION CONCEPTS

TEACHERS' WORKSHEETS

GRADE_____ DEPARTMENT_____

Concept No. 1 -- An understanding and acceptance of self is important throughout life.

Objectives:

1. The student will understand the importance of developing an awareness of both strengths and limitations.

2. The student will realize that there is a continuous interaction between one's self-knowledge and self-acceptance and overall development.

3. The student will recognize individual responsibility for self-direction.

Learning activities	Resources	Evaluation

GRADE_____ DEPARTMENT_____

Concept No. 2 -- Individuals differ in their interests, abilities, attitudes, and values.

Objectives:

1. The student will learn to recognize personal individual interests, abilities, attitudes, and values.

2. The student will learn to recognize the interests, abilities, attitudes, and values of others.

3. The student will learn to differentiate between the interests, abilities, attitudes, and values of self and others and accept and tolerate similarities and differences.

Learning Activities	Resources	Evaluation

GRADE_____ DEPARTMENT_____

Concept No. 3 -- Persons need to be recognized as having dignity and worth.

Objectives:

1. The student will learn the dignity and worth intrinsic to people.
2. The student will experience the value that work provides both society as well as the worker.
3. The student will become aware of ways in which utilizing personal unique interests and abilities can enhance personal dignity and worth.

Learning Activities	Resources	Evaluation

GRADE_____ DEPARTMENT_____

Concept No. 4 -- Occupations exist for a purpose.

Objectives:

1. The student will become acquainted with the relationship between social needs and occupations.
2. The student will learn to see a relationship between each person's occupation and satisfaction of social needs.

Learning Activities	Resources	Evaluation

GRADE_____ DEPARTMENT_____

Concept No. 5 -- There is a wide variety of occupations.

Objectives:

1. The student will recognize that there is a wide variety of occupations.

2. The student will learn that the variety of occupations is in a state of perpetual change and adjustment in response to social, technological, and political change.

Learning Activities	Resources	Evaluation

GRADE_____ DEPARTMENT_____

Concept No. 6 -- Occupations may be classified in several ways such as by industry, or by tasks and/or services performed.

Objectives:

1. The student will develop awareness of the classification of occupations.

2. The student will develop a capacity for classifying occupations.

Learning Activities	Resources	Evaluation

GRADE_____ DEPARTMENT_____

Concept No. 7 -- Work means different things to different people.

Objectives:

1. The student will understand the various meanings work can have to different people.
2. The student will understand that occupational choices are based on needs, abilities, and interests.
3. The student will become aware of the possible meanings that work can have personally.

Learning Activities	Resources	Evaluation

GRADE_____ DEPARTMENT_____

Concept No. 8 -- Education and work are often interrelated.

Objectives:

1. The student will realize that different kinds of work require varying degrees and types of educational preparation.
2. The student will learn the value of relating education in work terms.
3. The student will learn the need for planning education in order to meet work goals.

Learning Activities	Resources	Evaluation

GRADE_____ DEPARTMENT_____

Concept No. 9 -- Individuals can learn to perform adequately in a variety of occupations.

Objectives:

1. The student will become aware that individuals have the potential to develop skill in a wide variety of occupations.

2. The student will be able to identify with an increasing variety of occupations.

3. The student will be encouraged to gain experience in a variety of work situations.

4. The student will recognize individual abilities and limitations and relate them to career interests.

Learning Activities	Resources	Evaluation

GRADE_____ DEPARTMENT_____

Concept No. 10 -- Job specialization creates interdependency.

Objectives:

1. The student will recognize that cooperation is necessary for work effectiveness.
2. The student will recognize that jobs are coordinated in the production of goods and the performance of services.
3. The student will gain firsthand experience, whenever possible, working cooperatively with other people.

Learning Activities	Resources	Evaluation

GRADE_____ DEPARTMENT_____

Concept No. 11 -- Various groups and institutions influence the nature and structure of work.

Objectives:

1. The student will become informed of the groups and institutions affecting work.
2. The student will learn the ways in which these groups and institutions affect work.
3. The student will experience the factors affecting groups and institutions.

Learning Activities	Resources	Evaluation

GRADE_____ DEPARTMENT_____

Concept No. 12 -- Occupations and life styles are interrelated.

Objectives:

1. The student will recognize how occupational choice affects life style.

2. The student will learn to recognize values relating to occupation and life style.

Learning Activities	Resources	Evaluation

GRADE_____ DEPARTMENT_____

Concept No. 13 -- Environment and individual potential interact to influence career development.

Objectives:

1. The student will be aware of the effect environment has on one's career choices.

2. The student will relate individual potential to environmental factors in making choices.

Learning Activities	Resources	Evaluation

GRADE_____ DEPARTMENT_____

Concept No. 14 -- Career development requires a continuous and sequential series of choices.

Objectives:

1. The student will be aware that career development is a life long process.

2. The student will become conscious of individual responsibility and the direction one can exert on career development.

3. The student will learn the value of planning and the utilization of intermediate steps to attain long-range objectives.

Learning Activities	Resources	Evaluation

GRADE_____ DEPARTMENT_____

Concept No. 15 -- Occupational supply and demand have an impact on career planning.

Objectives:

1. The student will learn the effects that supply and demand have on various careers.
2. The student will understand the effect economic and technological factors have on supply and demand.
3. The student will learn to identify values in relation to considerations of supply and demand.

Learning Activities	Resources	Evaluation

GRADE_____ DEPARTMENT_____

Concept No. 16 -- Leisure and avocational pursuits can complement one's work as a means of self-expression.

Objectives:

1. The student will learn that leisure and avocational pursuits can provide enjoyment and satisfaction.
2. The student will learn to utilize avocational and leisure pursuits and successes as an aid to learning individual career preferences.
3. The student will learn the necessity of a balance between self-expression derived from work and from leisure.

Learning Activities	Resources	Evaluation

GRADE_____ DEPARTMENT_____

Concept No. 17 -- Preparation for and success in paid or unpaid work provides motivation and self-confidence in further endeavors.

Objectives:

1. The student will learn the satisfying aspects of success in work.
2. The student will learn to recognize personal success and its positive effects.
3. The student will learn to identify career interests and preferences through experience in paid and unpaid work.

Learning Activities	Resources	Evaluation

GRADE_____ DEPARTMENT_____

Concept No. 18 -- Individuals are responsible for their career planning.

Objectives:

1. Students will learn that career satisfaction and success is each person's responsibility.
2. Students will learn the mechanics of career planning.
3. Students will learn the necessity of acting to fulfill plans.

Learning Activities	Resources	Evaluation

GRADE_____ DEPARTMENT_____

Concept No. 19 -- Exploration of occupations provides information on which to base vocational and educational decisions.

Objectives:

1. Students will develop an understanding of sources of occupational information.
2. Students will learn how to independently obtain answers to career questions.
3. Students will learn to use this information for vocational and educational decisions.

Learning Activities	Resources	Evaluation

GRADE_____ DEPARTMENT_____

Concept No. 20 -- Preparation for a cluster of occupations as well as an entry level job enhances one's adaptability in the job market.

Objectives:

1. The student will learn the similarities between jobs in a cluster of occupations.

2. The student will learn the value of maximizing alternatives within a cluster of occupations.

3. The student will learn the value of adaptability in a changing job market.

Learning Activities	Resources	Evaluation

GRADE_____ DEPARTMENT_____

Concept No. 21 -- There are identifiable attitudes and behaviors which can help one obtain and be successful on a job.

Objectives:

1. The student will become aware of desirable attitudes and behaviors.

2. The student will learn attitudes and behaviors which enhance success in present endeavors.

3. The student will learn to develop positive attitudes and behaviors conducive to success.

Learning Activities	Resources	Evaluation

GRADE_____ DEPARTMENT_____

Concept No. 22 -- Job characteristics and individuals must be flexible in a changing society.

Objectives:

1. The student will become aware of the flexible and inflexible aspects of jobs.
2. The student will learn the need for individual flexibility in a changing society.
3. The student will learn to relate individual needs for flexibility to realities of the work world.

Learning Activities	Resources	Evaluation